**K-5 Math Lesson Plan**

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| **Teacher: Dora Cortes** | | | **Grade: Kindergarten** | | | **Date(s)**: August 2012 |
| **Unit Title: Unit 1 – count numbers 0 - 30** | | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s): What are some ways we can find out how many objects are in a group? How can you write numbers from 0 – 10?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Interactive Math Story: “Fun in the Sun” EnVisions Math, Topic 5.**  **Group of objects: umbrellas, hats, fish, and balls.**  **Paper bags** | | **Student:**  **Copy of Interactive Math Story: Fun in the Sun.**  **Crayons**  **Large jar of beans, construction paper, glue** | | | **Write**  **Count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.3 Write numbers from 0-20. Represent a number of objects with a written numeral 0-20 (With 0 representing a count of no object )** | | | | | |
| **I Can Statement(s): I can count and write numbers from 0 - 10** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  I will tell students that we will pretend that we are at the beach on a sunny day and while walking in the sand we found umbrellas, hats, fish, and balls. I will ask them: What can we do with these objects? Students will help me count the objects and we will place them by category in paper bags labeled according to number of items found. | | | | | |
| **Teacher Directed:** I will inform students that we will count the objects in the story and write the number of objects on the blanks provided in the interactive math story. | | | | | |
| **Guided Practice:** I will read the story slowly and aloud, and I will allow students to see the pictures. I will ask them: “What items are we counting on this page?” (sun, umbrellas), “How many suns do you see on page 1?” ”How many starfish do you see on page 3?”. I will help students write the numbers. | | | | | |
| **Independent Practice:** Students will practice writing rainbow numbers from 0-5 with crayons. I will model the numbers 0 – 5. Students will trace the basic number shapes following the dot lines previously written by the teacher on card stock and will repeat the writing of the numbers several times using red, blue and yellow crayons. (rainbow numbers) | | | | | |
| **Closing/Summarizing Strategy:** I will tell students that “this week we are counting groups of items and practicing to write rainbow numbers from 0-5”. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Putting It together.  Time:10 minutes  Place 3 red blocks and 5 green blocks on a table in two separate groups. Ask how many are red? How many are green? Combine the groups, mix up the colors and ask again. How many blocks are there all together?  Tell students that we use the word plus to show when we put two groups together. Separate the blocks again in two groups and say, 3+5. Tell children we use the word equal to show how many blocks are all together in the new group. Practice using 3+5=8 blocks. | | | As children count the objects in a set, they must count them one by one under supervision to understand that each object represents one unit in a number sequence. | | | Ask one child to pick a number between 6 and 10; for the number selected, ask the student to count that number of beans from the jar onto a sheet of construction paper. Have other children in the group to count along.  Other students will repeat the same activity choosing a different number.  Each child will paste the number of beans onto the sheet of paper, they will count the beans, and they will write the number of beans on the paper.  Students will number the beans in sequence, writing a number next to each bean. |
| **Assessment(s): Students will write the sequence of numbers from 0 to 5, they will match the number with the picture. Whole class assessment, overall observation of performance during the assessment.** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |